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ABSTRACT

This book is based on a 6-year longitudinal study of collaboration in a professional development school (PDS) project involving 45 educators. Teachers and principals from the schools and faculty and doctoral students from the university work together to plan, implement, and evaluate a Master's of Education program. Part 1: "Issues and Challenges of Collaboration" includes seven chapters entitled: (1) "Keeping Differences in Tensions through Dialogue" (Marilyn Johnston and J. Michael Thomas); (2) "One Telling of Our History" (Marilyn Johnston); (3) "Our First Presentation: An Exhilarating Success and a Lingering Tension" (Marilyn Johnston with PDS Participants); (4) "Rethinking Our Roles" (Richard M. Kerper and Marilyn Johnston); (5) "African American Perspectives on Collaboration" (Daa'iyah Saleem and Cynthia Tyson); (6) "School-Based Voices and Stories" (Kathleen Ibom); and (7) "Theorizing Collaboration: Some Theoretical and Methodological Issues" (Marilyn Johnston). Brief sections entitled "Interlude with Metaphor" are located in between these chapters. Part 2: "Case Studies" includes two chapters entitled: (8) "The Beginnings of Collaboration at Second Avenue Elementary" (Reba Bricher, Mary Christenson, Marilyn Hawk, and Jean Tingley, with Brenda Ambrose, Amy Campbell, Lisa Cline, and Bill Lohr); and (9) "A Case Study of Collaboration at Worthington Estates Elementary" (Tom Adams, Rosario Galarza, Kathy Nalle, and Lisa Westhoven, with Kathy Barkhurst, Kathy Davenport, and Sue Knuebel. (Contains an appendix with list of PDS Publications and Conference Presentations, an index, and 86 references.) (LH)

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